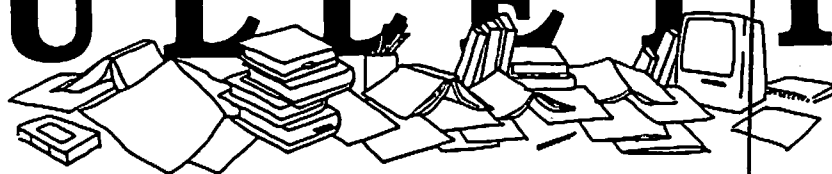


THE LITERACY MATERIALS BULLETIN



MINISTRY OF SKILLS,
TRAINING AND LABOUR

MAY 28 1997

15

Spring 1997

• instructors • tutors • learners • administrators • coordinators • librarians • resource centres • learning centres •

What is the key to the usefulness of the *Literacy Materials Bulletin*? The Committee feels that the crucial component is the work done by the students and instructors who field test the materials. Without their comments, we would not be able to write reviews or make suggestions about how to use each new item.

At least three instructors and their students report on each book, record and video. Not only do we use the reports to decide which materials to review and what aspects to comment on, we often quote what individual learners or instructors have written or said to us. The Committee feels that the quotes, particularly the student quotes, add a great deal to each review. In fact, they are often what attracts the reader's attention to a certain review. We don't name each contributor individually because there are so many and we have limited space, but if you want to be named, please tell the reviewer.

Katie Molloy from the College of New Caledonia, Quesnel is leaving after almost five years contributing to the Literacy Materials Bulletin. Her enthusiasm and energy, knowledge of materials and adult learners' needs were appreciated by us all. Nancy DeLury from the College of New Caledonia, Burns Lake has agreed to take Katie's place.

The Committee would like to thank Bridget Bruniski, an instructor from Malaspina University College, Duncan for writing the review of *Enriching Our Lives: Poetry Lessons for Adult Literacy Teachers and Tutors*. A special thank you to the National Literacy Secretariat: Human Resources Development Canada and the BC Ministry of Education, Skills and Training who have provided funding for all fifteen *Literacy Materials Bulletins*.

The Literacy Materials Committee is using the First Class program for electronic conferencing and e-mail. We are able to communicate more effectively with each other through this new technology. You can reach me at HThomas@hubcap.mlnet.com.

Helen Thomas

The Literacy Materials Committee

Evelyn Battell
Malaspina University
College, Duncan,
(250) 748-2591

Lorrie Lane
College of the Rockies,
Cranbrook, (250) 489-2751

Katie Molloy
College of New Caledonia,
Quesnel, (250) 991-7522

Jan Sawyer
Okanagan University College,
Salmon Arm, (250) 832-2126

Iris Strong
Malaspina University
College, Nanaimo,
(250) 755-8741

Helen Thomas
Victoria READ Society,
(250) 388-7225

Joyce Vowles
School District #40, (New
Westminster),
(604) 527-6200

Pauline Waterfall
Heiltsuk College, Waglisla,
(250) 957-2141

Jan Weiten
Vancouver Community
College, (604) 871-7370

Resource Members

Brenda Giles
Vancouver Community
College, (604) 871-7366

Linda Mitchell
Literacy BC, Toll Free in BC
1-800-663-1293

Title: The Tutor's Toolbox
Author: Bill Graham
Copyright: Province of British Columbia, Ministry of Education, Skills and Training, 1996
Available: Literacy BC, 622 - 510 West Hastings Street, Vancouver, BC V6B 1L8 Phone: 1-800-663-1293 Fax: (604) 684-8520
Price: free
Level: tutors and instructors
Reviewer: Katie Molloy

The Tutor's Toolbox

The Tutor's Toolbox is a truly great resource for all trained adult literacy tutors. Bill Graham, the author, brought his many years of experience working with adult literacy students to bear when choosing the twenty-five useful techniques included in this book. It is particularly recommended for volunteers who have waited for some time before being matched or for those going on to a new student. I believe all tutors and instructors would find many useful ideas within.

This spiral bound book is particularly easy to use. It has good print size and lots of white space. Each of the strategies is succinctly and clearly explained; many include variations giving the tutor several options for continuing work on a given topic.

It begins with a table of contents followed by an introduction. Strategies for *The Language Experience Story* are followed by a variety of useful phonics techniques. The section on reading covers

ideas on helping fluency as well as many on comprehension, ending with a series entitled *Reading Workouts* which are guaranteed to provide variety and fun for the tutoring pair. The next section deals with a number of writing starters, spelling strategies and sentence play ideas. We are then reminded of all the wonderful *Games & Incentives* we can encourage our students to play. Tools 22, 23 and 24 are specific to English as a Second Language students and include ideas on dialogue and pronunciation. The last strategy is appropriately enough, a look at many publication options available to basic literacy students.

The book ends with a section on resources for tutors including a number of titles on writing for adult basic literacy students.

With its many proven strategies, I highly recommend The Tutor's Toolbox as an excellent resource for all the busy tutors and instructors involved in adult literacy.

12. NEWSPAPER

21.

TECHNIQUES:

Previews

Using two copies of a newspaper, show your student how to preview the news and search for details. Back issues are usually available free for this purpose from the newspaper office.

Headliners

Read only the headlines and try to guess the subject and details of each story. Then read the story and discuss the accuracy of the headline.

Match-ups

Clip four or five stories from the newspaper, clip off the headlines, and try to match the stories and headlines. Encourage your student to search quickly for the main idea in each story.

Jumbles

Clip a story, cut it into paragraphs, and have your student try to reassemble it in a logical order, remembering that news writing is like an inverted pyramid, with the most important facts at the top. The opening paragraph should be correctly identified, but

12. NEWSPAPER (continued)

22.

subsequent paragraphs may be sequenced in more than one way.

Cutlines

Clip the captions from some newspaper photos and ask your student to match them or write new captions in newspaper style.

Colour Me Yellow

Using two copies of a newspaper, read an editorial, a letter to the editor, or a column with your student. Ask her to mark with a yellow highlighter words or phrases which carry opinion or bias.

Random Lines

Place a ruler across several columns of type and copy all the words on that line. Add additional words to join these random lines together into a standard sentence. Assure your student that silly or bizarre thoughts are acceptable because the purpose of the exercise is to develop flexibility and skill with connectives.

Ad Decoding

Translate the advertising shorthand of a display or classified ad into full sentences of standard English.

Title:	Outgrowing the Pain: A Book For and About Adults Abused as Children
Author:	Eliana Gil, Ph.D.
Illustrator:	Sally Haskell
Publisher:	Dell Publishing (a division of Bantam, Doubleday, Dell Publishing Group, Inc), 1988
Available:	from your local bookseller
Price:	\$11.95
ISBN:	0-440-500006-0
Level:	independent and instructor
Reviewer:	Pauline Waterfall

Outgrowing the Pain: A Book For and About Adults Abused as Children

This book has seven short chapters on the topic of abuse including definitions, symptoms, reactions, after-effects and patterns. The last two chapters give some suggestions for recovery and healing. Key concepts are highlighted with bold lettering and drawings. The book was field tested with First Nations adult learners who disclosed abuse issues stemming from childhood experiences. Some ABE students drop out of the regular school system because of overwhelming obstacles which may resurface as issues or patterns surface and are recycled. This is further complicated by intergenerational experiences of institutional abuse as is now being disclosed about residential schools.

The book was given as a follow-up to counselling sessions about abuse issues. Students commented that this book affirmed that they were not alone and that their responses were "normal." One student found that the book could be read only in small increments because of the unbearable pain which surfaced. Another used it for reference as she underwent court proceedings in charging her abuser.

The readability level is not suitable for basic literacy level unless it is used as a resource for one-on-one guided reading. It is appropriate for independent readers. Close follow-up should be conducted if it is read without deliberate intervention or guidance because of the feelings it will undoubtedly stir. There is reference to some common reactions which may influence a vulnerable reader who is still at risk. For example, the notion of suicide is referred to as one response to abuse and disclosure.

This book is a better resource for counselors who may find it useful to refer to specific sections which are appropriate to the experiences of those who have suffered abuse. There are proactive suggestions on overcoming abuse issues and recognizing how destructive patterns are recycled and prohibit personal development. Sometimes the trust relationship between student and teacher lends itself to this healing process and so this book would be a useful resource for both. Holistic learning benefits all.

Fear

As the memories of abuse are examined, you may suddenly find yourself feeling unsafe and fearful again. A certain amount of this is a normal response to getting in touch with painful memories, but if it persists or prevents you from leading a normal life, consult a professional.

Shame

Shame is another typical response to remembering the abuse and accepting yourself as a previously abused child. You may feel embarrassed to tell others thinking that you are somehow defective or that you came from a disturbed family. As you begin to accept that you were not responsible for the abuse, and that your parents had a problem many people have, you may feel less embarrassed.

Relief

Finally, you can talk about it! Many adults abused as children have felt alone in their suffering for years. They learned to keep their thoughts and memories to themselves. Accepting the truth, as well as talking about it with others, can bring a deep sense of relief. It is as if energy, previously spent on keeping a secret, is suddenly freed up to apply elsewhere and to pursue more positive changes.

Title: Short Subjects in Mathematics
Author: Deborah Adcock
Publisher: Options Inc., 1994
ISBN: 1-56936-121-5 (Book 5)
Available: Options, Inc. , PO Box 1749, Merrimack, NH 03054-1749
Phone: 1-800-782-7300 Fax: 603-424-4056
Price: \$23.75 per book \$156.30 per 7 book set
Level: all levels
Reviewer: Helen Thomas

Short Subjects in Mathematics

Each of the seven books in this series contains 180 problems. These books are a teacher resource that can be reproduced. The problems are divided into six major categories: numeration, number theory, data analysis, measurement and money, geometry and pre-algebra. Each question is designed to focus on one specific category. The problems are presented in random order which provides a review of material already studied or an introduction to a new topic.

The print is easy to read and there is good white space in these workbooks. There are diagrams, graphs, geometric figures, number lines and charts which provide varied practice for students in a number of important areas.

Students found the problems both challenging and interesting. These problems were developed for elementary school-aged students and a few of the problems are clearly meant for these students. For example, one question involves baseball cards and another uses

absences in an elementary school. If you or your students found this a difficulty, questions that seemed to be intended for children could be left out.

These workbooks can be used in a variety of ways including group work, whole class or individual homework assignments. I enjoyed using a few of these problems with students every day. However, some students were keen to practice on their own and would work ahead in the book.

The use of terminology such as perpendicular, scalene triangle, prime numbers and so on was very valuable. These problems work to reinforce class instruction and to provide the repetition that is needed to make mathematical terminology a part of a student's vocabulary.

I recommend the series, Short Subjects in Mathematics, to vary the type of work done in class and increase the amount of problem solving.

Numeration

101. Which set contains mixed numbers that can be rounded to the same whole number?

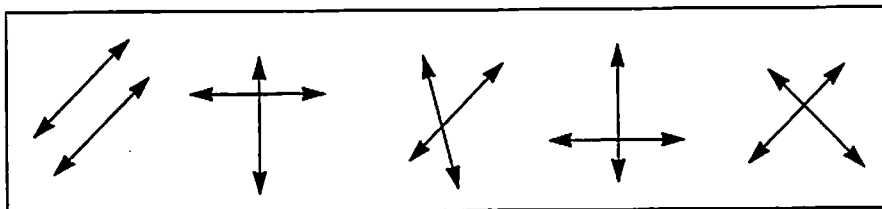
A.	$15\frac{1}{4}$	$16\frac{1}{2}$	$16\frac{1}{15}$
B.	$11\frac{3}{4}$	$12\frac{1}{4}$	$12\frac{1}{3}$
C.	$18\frac{2}{3}$	$17\frac{3}{4}$	$18\frac{1}{4}$

Number Theory

102. A fruit basket contains 6 apples, 3 oranges, and 4 bananas. What is the ratio of apples to bananas?
- A. 4 to 6
 B. 3 to 6
 C. 4 to 3
 D. 6 to 4

Geometry

103. How many pairs of perpendicular lines are in the box? Circle them.

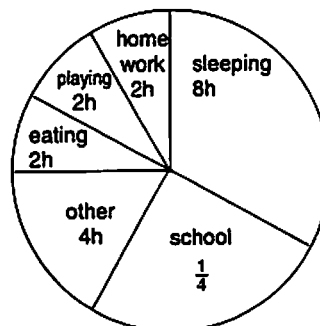


Number Theory

104. One pack of baseball cards contains 6 cards. How many packs does Raul have to buy if he wants 27 cards?

Data Analysis

105. Find the error in this circle graph.
 How would you correct it?



Title: The Canadian Oxford Picture Dictionary
Authors: E.C. Parnwell and M. Grennan
Publisher: Oxford University Press Canada, 1996
Available: Oxford University Press Canada, 70 Wynford Drive,
 Don Mills, ON M3C 1J9 Phone: 1-800-387-8020 or
 (416) 441-2941 Fax: 1-800-665-1771 or (416) 441-2941
Price: \$16.95
ISBN: 0-19-434915-2
Level: basic
Reviewer: Jan Weiten

The Canadian Oxford Picture Dictionary

The Canadian Oxford Picture Dictionary is a useful resource for basic learners. Its clear and colourful illustrations depict many of the typical objects, people and situations that one might encounter during the course of a day. The categories range from *People and Relationships* to *Electronics and Photography* to *At the Beach* with almost everything imaginable in between!

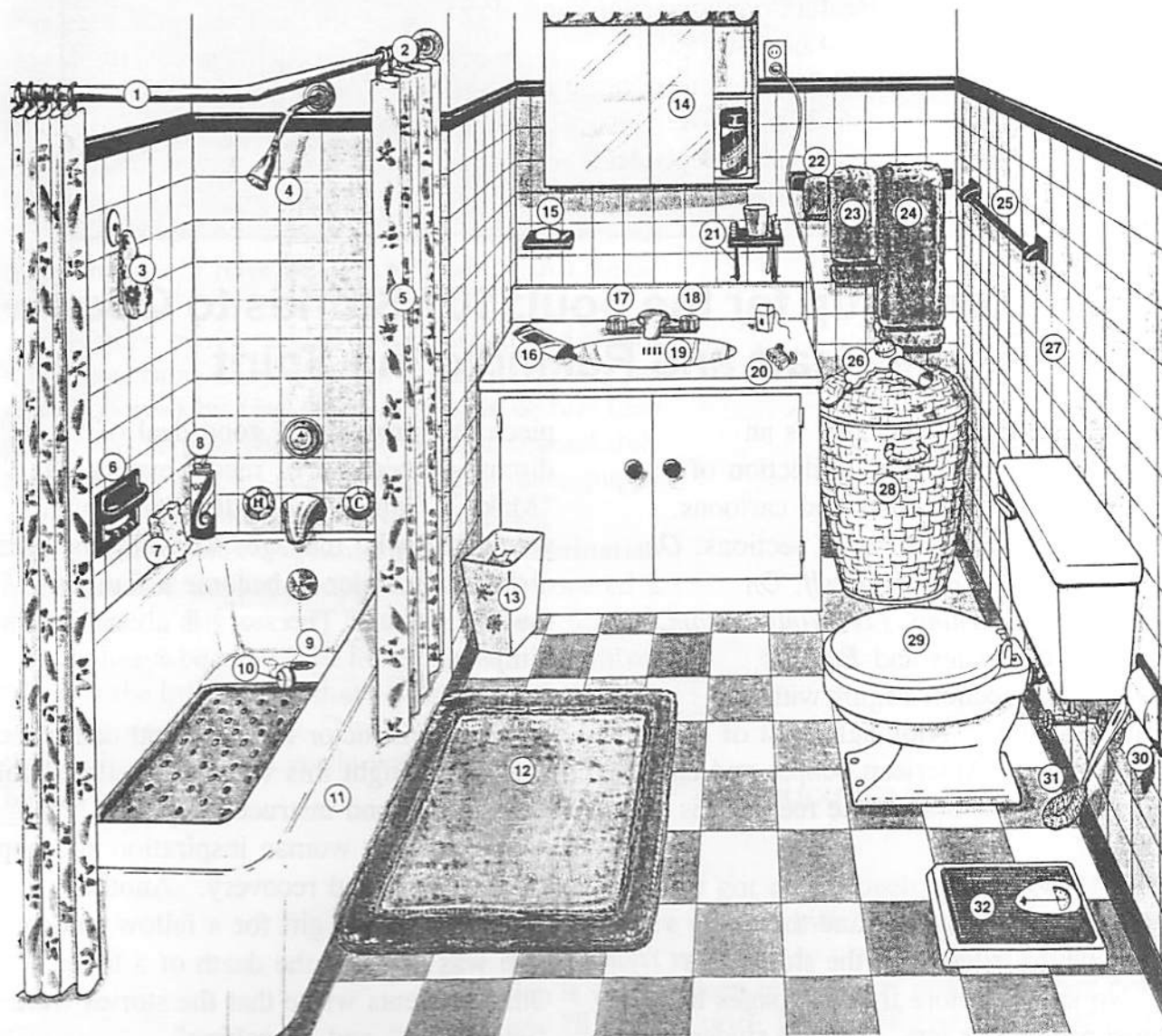
The Picture Dictionary has been used enthusiastically by learners in our program. One of its benefits is that it gives beginning writers the ability to say what they want to say, using words that they may have difficulty spelling but which are related to objects, people and places in their daily lives. This means that an activity such as journal writing, which most learners enjoy immensely, can become more of an independent exploration of self and language. Learners are able to find the words with which to describe their experiences without having to rely on the instructor or another person for spelling. Despite the considerable length and detailed nature of the book, students quickly discover which categories are the ones that are relevant and can find them again when they want to refer to them. For example, one of our learners was an accomplished gardener. He found the sections entitled *Vegetables*, *Fruits*, and *Seasonal Verbs* extremely useful.

Another aspect of the dictionary that learners will appreciate is that it does have Canadian content. There are sections on *Canada Post*, *Canadian Currency*, *Canadian and Provincial Emblems* and *Government in Canada*. In addition, there are more subtle indications that this book is meant for Canadians. For example, bilingual road signs, the Canadian flag in the background, and a Canadian index card in the library setting show an attempt to make this a truly Canadian adaptation. The Picture Dictionary also illustrates people of many different races at work and play. However, there is no attempt made at including anything from different cultural experiences in the dictionary. The clothing, food and settings all seem to be that of the dominant "white North American" culture.

The dictionary includes a table of contents and an index which is composed of key words, a pronunciation guide and page references. It is available in a monolingual (English only) edition and bilingual (French, Chinese and Spanish) editions which give the other language in blue print next to the English word.

It is satisfying to find such a colourful resource as The Canadian Oxford Picture Dictionary at the basic level. I hope learners and instructors will find it both helpful and enjoyable.

36 The Bathroom



1. curtain rod
2. curtain rings
3. shower cap
4. shower head
5. shower curtain
6. soap dish
7. sponge
8. shampoo
9. drain
10. stopper
11. bathtub

12. bath mat
13. wastepaper basket
14. medicine chest
15. soap
16. toothpaste
17. hot water faucet
18. cold water faucet
19. sink
20. nailbrush
21. toothbrush
22. washcloth

23. hand towel
24. bath towel
25. towel rack
26. hair dryer
27. tile
28. hamper
29. toilet
30. toilet paper
31. toilet brush
32. scale

Title: Chicken Soup for the Soul: 101 Stories to Open the Heart and Rekindle the Spirit
Authors & Compilers: Jack Canfield & Mark Victor Hansen
Publisher: Health Communications, Inc., 1993
Available: local bookstore
Price: \$19.95
ISBN: 1-55874-262-X
Level: functional, independent
Reviewer: Helen Thomas

Chicken Soup for the Soul: 101 Stories to Open the Heart and Rekindle the Spirit

Chicken Soup for the Soul is an inspiring and heartwarming collection of stories, quotes, poems, lists and cartoons. The book is divided into seven sections: *On Love, Learning to Love Yourself, On Parenting, On Learning, Live Your Dream, Overcoming Obstacles* and *Eclectic Wisdom*. Each section begins with an inspirational quote. Although most of the articles are about American people and take place in the United States, the message is universal.

The print size is large and there is plenty of white space. All the stories are brief. No story is more than six pages long and most are two or less. Several students mentioned that it was the length of the stories that particularly attracted them. It meant they could complete one story or even two in a short reading or tutoring session. Some learners used the stories as a starting point for their own writing.

Several instructors read the articles to their class in order to start a discussion or to pave the way for student writing. One

piece that provoked a good deal of discussion because of recent events was "Make It Come True." It talks about a young boy who manages to overcome great obstacles in order to become a famous football player. The story is about O.J. Simpson.

One instructor reported that one of her students thought this was the greatest book ever. A second instructor reported, "the book gave one woman inspiration and hope for her continued recovery. Another purchased it as a gift for a fellow student who was grieving the death of a loved one." Other students wrote that the stories were "interesting" and "touching".

I like the fact that Chicken Soup for the Soul is a book which is read by people of every level of education and is available from the neighbourhood bookstore. It is a good addition to your classroom library for independent reading, for shared reading and for the teacher to read to the class. You may also be interested in purchasing the other books in the series or the excellent CD-Rom.

Puppies For Sale

A store owner was tacking a sign above his door that read "Puppies For Sale." Signs like that have a way of attracting small children, and sure enough, a little boy appeared under the store owner's sign. "How much are you going to sell the puppies for?" he asked.

The store owner replied, "Anywhere from \$30 to \$50."

The little boy reached in his pocket and pulled out some change. "I have \$2.37," he said. "Can I please look at them?"

The store owner smiled and whistled and out of the kennel came Lady, who ran down the aisle of his store followed by five teeny, tiny balls of fur. One puppy was lagging considerably behind. Immediately the little boy singled out the lagging, limping puppy and said, "What's wrong with that little dog?"

The store owner explained that the veterinarian had examined the little puppy and had discovered it didn't have a hip socket. It would always limp. It would always be lame. The little boy became excited. "That is the little puppy that I want to buy."

The store owner said, "No, you don't want to buy that little dog. If you really want him, I'll just give him to you."

66

CHICKEN SOUP FOR THE SOUL

The little boy got quite upset. He looked straight into the store owner's eyes, pointing his finger, and said, "I don't want you to give him to me. That little dog is worth every bit as much as all the other dogs and I'll pay full price. In fact, I'll give you \$2.37 now, and 50 cents a month until I have him paid for."

The store owner countered, "You really don't want to buy this little dog. He is never going to be able to run and jump and play with you like the other puppies."

To this, the little boy reached down and rolled up his pant leg to reveal a badly twisted, crippled left leg supported by a big metal brace. He looked up at the store owner and softly replied, "Well, I don't run so well myself, and the little puppy will need someone who understands!"

Dan Clark

Title:	Enriching Our Lives: Poetry Lessons for Adult Literacy Teachers and Tutors
Authors:	Francis E. Kazemek and Pat Rigg
Publisher:	International Reading Association, 1995
Available:	International Reading Association, 800 Barksdale Road, Newark, Delaware 19714, United States
Price:	\$14.95 US
ISBN:	0-87207-137-5
Level:	instructor
Reviewer:	Bridget Bruneski

Enriching Our Lives: Poetry Lessons for Adult Literacy Teachers and Tutors

This book is a clear introduction to the world of poetry and how poetry can enhance the lives of adult students. As the authors write, "Poetry helps us to understand ourselves and our world; it helps us see ourselves and our world in new ways."

The material in the book covers a broad range of interesting ideas and poetry formats. The authors, Kazemek and Rigg, have drawn on a wide repertoire of poetry types, music as narrative poetry, and the intriguing "Found Poetry." The sample page opposite gives a good idea of what such poetry is and the precise instructions typical of this book.

The nine lesson plans are clear and specific, while being easily adaptable. They give sufficient detail to conduct a good lesson, while encouraging alternate paths and further development from the original ideas presented.

There is also information on various subjects necessary for the mechanics of writing: vocabulary, phonics, punctuation, and spelling. I particularly like the way in which these authors reinforce the concept that "Spelling serves writing." A short final chapter deals with publication of student work, whether typed neatly for students themselves or produced in a book form for a wider audience.

Although each chapter clearly leads on to the next, most chapters can be taught as single

units. In our field testing, we did not have the class time to work through all chapters. The sections I chose were not consecutive, but had a clear connection linking them.

The subject matter and the presentation of material are both suitable for a wide range of students. As the book is a teaching resource, instructors can use it in a multitude of ways. One instructor, who used the book solely as a reference, commented that the "poetry samples are accessible to students" and the material is "well set out." Even though the book is entitled for Adult Literacy, it need not be limited to that, as the ideas could be used effectively for students of many ages and reading levels. A colleague used the section on "Crazy Poems" with grade 10 and 11 adult students. By enjoying playing around with words and creating "nonsense on purpose," these students learned to pay close attention to the meaning and function of words - a goal of instructors at any level of adult education.

The final aspect that deserves credit is the excellent list of resources, which has already led me to some interesting poetry for use with the sample lessons of this book.

Enriching Our Lives has certainly enriched my life and the lives of the students who helped field test this book.

FOUND POETRY

Found poetry is fun to read and write. More importantly, found poetry encourages adult developing readers and writers to pay closer attention to the print that surrounds them in their daily lives. It fosters students' appreciation of the most common or simple texts, both their own and those written by others. It celebrates the poetry that we all speak and write naturally, if only we take the time to recognize it. Last, found poetry is something that adult students can share and play around with at home. Writing and reading this poetry is an ideal parent-child activity that will help promote intergenerational literacy.

Getting Ready

- Read through the complete lesson.
- At least a few weeks before the lesson collect newspapers with advertisements, grocery flyers, and coupons.
- Gather enough pairs of scissors, tape, markers of different colors, and blank paper for your students' use.
- Read aloud several times "This Is Just to Say." Try reading it as a simple note. Then read it as a poem, emphasizing the rhythm of the lines.
- Write a note poem, a grocery list poem, and a sports metaphor poem, which are all described later in this chapter, as models for your students.

Starting the Lesson

- Write the poem "This Is Just to Say" on the chalkboard or on newsprint without line breaks and with punctuation. Read it aloud to your students while they follow along. Read it a second time.
- Then ask your students if they write notes to other people in their households, notes that they perhaps tape to the refrigerator ("Don't eat all the ice cream!") or leave on the kitchen table or dresser ("Take out the garbage. Then do your homework. I'll be home late. Love, Mom.").
- Encourage a whole-class discussion of the kinds of notes people write, why they're written, and where they're placed.
- Show the class the correct form of "This Is Just to Say." Read it aloud a couple of times, emphasizing the rhythm of the lines. Have the class read it with you as a poem. Then read it together once again as a note. Explore with students what makes one a poem and the other a note. They will probably comment on the arrangement of the words on the page and the attention to particular words through placement; perhaps they'll also note rhythm and repetition.

Title: Spelling Strategies You Can Teach
Author: Mary Tarasoff
Publisher: Active Learning Institute, 1994
Available: Active Learning Institute, PO Box 6275, Victoria, BC V8P 5L5
Phone: (250) 477-0105 Fax: (250) 477-9105
Price: \$22.95
ISBN: 1-895111-00-5
Level: instructors and tutors
Reviewer: Lorrie Lane

Spelling Strategies You Can Teach

Spelling Strategies You Can Teach is a valuable instructor/tutor resource. I recently had the opportunity to use this book as I prepared tutor training workshops, and I shared with the tutors many of Tarasoff's suggestions.

The author looks at the learning process and the teaching process. As she states at the beginning, the book's purpose is "to provide you with knowledge about spelling based on research findings and practical teaching findings and practical teaching experiences. Suggestions, not prescriptions, are given." To reach this goal, these topics are included: spelling strategies, spelling knowledge and developmental stages, assessment and evaluation.

Spelling should make the writing process easier. To accomplish this, a student requires a variety of spelling strategies and knowledge of a coding system for writing down sounds and

meaning. I find the specific methods for teaching spelling very helpful. Some of these include: visualization, letter sequence patterns, rhyming words, and mnemonics.

For me, the format of this resource facilitates its use. As is shown on the sample page, main ideas are boldfaced and written in the left-hand column; explanations of these main ideas are written on the right-hand side.

Appendix A provides a word list resource that can be used to teach phonetic sounding out or word analogy strategies, for example, words for teaching short and long vowel sounds, silent letters, the "ed", "t", "d" sounds of "ed", contractions, homonyms, and so on. *Appendix B* includes some useful rules for spelling multisyllabic words.

Although this book focuses on children, it can easily be adapted to teaching adults.

"Poor" spellers tend to use phonological cues and don't proofread effectively

"Poor" spellers, when asked to spell a word, tend to respond first with an emotional/kinesthetic "response" — feeling uncomfortable, looking down or embarrassed, saying "I'm not a good speller" or "Don't ask me, I never could spell." When they do attempt to spell they tend to try to sound out words (Dilts, 1988) and do not exhibit an awareness of their strategies. Overreliance on rules about sound/symbol relationships and/or a lack of this knowledge (Anderson, 1985; Bruce & Cox, 1983) is characteristic of their strategy and has limited their spelling development. Some poor spellers do use visual information — they can recognize when a word is incorrectly spelled — but they do not know how to correct it.

Strategies You Can Teach

(to facilitate learning and talking about spelling)

Strategies that you need to know about so that you can identify what students are or are not using effectively

1. Develop the student's *self-confidence* and *belief* that he/she is capable of being a competent writer. Teach the student how to evaluate his/her ability and monitor his/her own progress. (Help develop a metacognitive awareness.)
2. Continue to promote the student's *intrinsic motivation*
 - a) to be aware of spelling,
 - b) to be interested in words,
 - c) to use effective spelling strategies, and
 - d) to increase the number of automatically spelled words.
3. Develop *rich* listening and reading *vocabularies* and expand *speaking and writing skills*.
4. Be aware of the student's *developmental stage* and develop the student's *willingness to risk* and to "invent" spelling.
 - a) In beginning stages this invented or developmental spelling relies on the student's phoneme/grapheme knowledge.
 - b) In later stages this is also a strategy for generating (guessing) alternative spellings which can be compared. In fact part of the mature spelling process is to "invent" spellings for unfamiliar words using morphological and semantic as well as phonological knowledge.

Not all students need to know or use all these strategies

This is a resource for you to draw on as you deal with many students who have a wide range of learning styles

Title: Eating Right
Series: For Your Information (Written in collaboration with the American Institute for Preventative Medicine)
Publisher: New Reader's Press, 1994
Available: Artel Educational Resources Ltd., 5528 Kingsway, Burnaby, BC V5H 2G2 Phone: Toll Free 1-800-665-9255
 Local: (604) 435-4949 Fax: (604) 435-1955
Price: \$13.00
ISBN: 1-56420-021-3
Level: functional, instructional
Reviewer: Iris Strong

Eating Right

Although we did not do any whole class work with this book, Eating Right was a definite hit in my classroom! In these times of confusing and conflicting information regarding health and nutrition, students were delighted to get their hands on a book that covers so much of the important information in such a simple way. It seemed to be just what many students, both male and female, had been seeking.

Part of the appeal of this little handbook is its manageable size and weight. It is a light, compact 95 page soft cover reference that many students were happy to carry home and back. The simple cover - bright cherries on a buff background - is eye-catching, yet uncomplicated and adult. The layout is attractive with lots of white space, large, bold headings, and several easy to interpret charts and tables. There are some graphics that are both charming and informative, without being childish or cumbersome. These are real eye-catchers, and help learners find the information they are seeking.

The chapters have titles that clearly identify what they are about: *Nutrients, Getting Good Nutrition, Life Stages and Nutrition, Planning and Preparing, Shopping, Handling Food, Eating Out* and *Weight Control*. As

well, there is a preface that begins, "Information is power" and an introduction that opens with, "Most people like to eat." Learners said the "catchy" writing made them keep reading. The introduction presents some life stories of people who want to improve their diets and the conclusion suggests the realistic, healthy changes made by those people. A particularly appreciated feature of the book is the *Glossary*, which explains forty-four words such as anemia, cholesterol, fiber and saturated fat.

My only criticism of this useful resource is that in the "To find out more" information boxes the telephone numbers are American. A worthwhile project would be to have students find out the best local source of information for each of these topics and insert the appropriate address or phone number. These boxes cover such topics as cancer, diabetes, heart disease, shopping smart and nutrition.

An interesting note is that many who chose the book did so because they felt a need for information. After reading it, several said they felt better because they found out that they already knew more than they thought they did!

24

Vitamin	Food Source
----------------	--------------------

A	
----------	--

	liver, eggs, enriched milk and dairy products, dark green vegetables, deep yellow fruits like apricots, peaches, cantaloupe, carrots, sweet potatoes, pumpkin, squash
--	---

B1	
-----------	--

	meat (especially pork), liver, fish, green peas, beans, collard greens, oranges, asparagus, whole grains, wheat germ, nuts, yeast
--	---

B2	
-----------	--

	liver, kidneys, lean meat, chicken, tuna, sardines, milk and dairy products, eggs, dark green vegetables, whole grains, beans
--	---

B3	
-----------	--

	liver, lean meat, fish, chicken, turkey, milk, eggs, nuts, beans, dark green vegetables, whole grains
--	---

C	
----------	--

	oranges, tangerines, grapefruit, strawberries, cantaloupe, brussels sprouts, broccoli, green peppers, collard greens, cauliflower, cabbage, tomatoes, asparagus
--	---

Title:	The Art of the Animator (Part 3)
Films:	<i>Paradise</i> (Ishu Patel), <i>The Street</i> (Caroline Leaf), <i>Elephantrio</i> (John Weldon), <i>The Wanderer</i> (George Ungar), <i>Charles and Francois</i> (Eo Hoedeman), <i>A Sufi Tale</i> (Gayle Thomas) and <i>Nightangel</i> (Jacques Drouin)
Producer:	National Film Board
Available:	National Film Board, Toll Free 1-800-267-7710
Price:	\$39.95
Level:	all
Reviewer:	Jan Sawyer

The Art of the Animator (Part 3)

The Art of the Animator (Part 3) is a wonderful addition to an instructor's library of resources. This video is a collection of seven animated films: *Paradise* (Ishu Patel), *The Street* (Caroline Leaf), *Elephantrio* (John Weldon), *The Wanderer* (George Ungar), *Charles and Francois* (Eo Hoedeman), *A Sufi Tale* (Gayle Thomas) and *Nightangel* (Jacques Drouin). They vary not only in their subject matter and length, but also in the techniques used by their film-makers. Parts 1 and 2 of this series discuss the making of these seven selections while providing excerpts from the films demonstrating the film-making process.

I have only used three of the films to date. *Paradise* was the favourite; however, each film was selected as a first choice by at least one of the students. Initially, I showed *Paradise* to my class and we discussed how the brilliant colours and music were used to enhance the story that was told with no words. Then each student wrote a brief summary. Ann Marie wrote, "This video was about a black bird. He didn't like his colour. He wanted to be like the other beautifully coloured birds." Arlene stated, "The little black bird wanted what he couldn't have. He wanted to be like the bird in the palace and would do anything to get there. But once he did get there he realized that his life was better after all." The following day we

were joined by a class of 14 Japanese students. Together, we watched *Paradise*. After a lively discussion, led by the fundamental class, they divided into mixed groups and wrote haikus that were first written in English and later written in Japanese characters.

A Sufi Tale is based on a Persian parable. It has been used many times by staff at Malaspina College as a "springboard to writing." Evelyn writes that beginning level students are asked two questions: "What did you see?" and "What did you think about?" There is no dialogue in this film, so it lends itself to a variety of interpretations and interesting discussion. At the upper level, instructors have taken the opportunity to "discuss creation myths and the commonalities in all religions and philosophies." Reviewers have also talked about how sounds, not words, are used in this black and white film to portray different emotions, and then they have one group make sounds and another group put an emotion to it.

The Street, based on a short story by Mordecai Richler, was the other film I used with similar success.

The Art of the Animator (Part 3) uses a combination of sound, colour and animation to tell stories that provide a wealth of language study opportunities for the adult learner. I can't wait to use more of these films.



Title: A First Thesaurus
Authors: Harriet Wittels and Joan Greisman
Publisher: Golden Books Publishing Company, Inc., 1991
Available: local bookstore
Price: \$12.95
ISBN: 0-307-15835-7
Level: functional
Reviewer: Joyce Vowles and Helen Thomas

A First Thesaurus

Building a resource library, particularly one accessible to students at a range of reading levels, can be a frustrating experience. How do we help students expand their vocabularies while still maintaining their sense of control and competence?

The Committee has chosen several reference books, each aimed at a slightly different level. Each one is designed with a specific reading level and purpose in mind. Any or all of these books would make a welcome addition to any classroom library. In Bulletin 14, we looked at the Spellex Thesaurus. This time we are examining A First Thesaurus and in Bulletin 16 and 17 we will look at other reference books.

A First Thesaurus has clear, easy-to-read print. The antonyms are highlighted in red which makes them noticeable. There are over 2000 entries with up to 6 synonyms per word.

Certain words are illustrated which can be useful for beginning readers or English as a Second Language students. The illustrations are attractive pen and ink drawings which are not at all childish. However, many of the people pictured are children as this thesaurus is designed for children. Some words are shown with multiple meanings, but there are no parts of speech given nor are sentence models provided.

There is a section called, "Using the Thesaurus" which explains how to use a thesaurus and warns the reader that not all synonyms can be substituted into the same sentence. It also explains that words can have multiple meanings and that one word may have different meanings and pronunciations.

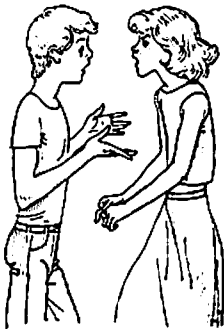
This is an easy-to-use resource that is very popular with students.

put · **quote**

put place, lay, set, deposit

puzzle mystery, problem, enigma

Q



quarrel

quaint charming, old-fashioned

quake shake, tremble, vibrate, shudder

qualified able, capable, fit, competent, suited unfit

quality trait, feature, characteristic

quantity amount, sum, number

quarrel argue, fight, disagree, differ, dispute, bicker
agree

queer odd, strange, peculiar, unusual, weird normal

question ask, inquire, interrogate answer

quick 1. fast, rapid, swift, speedy slow

quick 2. bright, alert, smart, sharp, keen dull, slow

quiet silent, still, hushed noisy

quit stop, end, cease, halt, conclude, discontinue,
finish continue

quiver shake, tremble, shiver

quiz test, examination

quote repeat, echo, cite

Title:	The 1997 Canadian Encyclopedia Plus
Publisher:	McClelland & Stewart Inc., 481 University Avenue, Suite 900, Toronto, Canada M5G 2E9
Price:	\$54.95 (Macintosh and Windows version on the same disc)
Title:	Microsoft Encarta
Publisher:	Microsoft Corporation, 1 Microsoft Way, Redmond, Washington WA 98052-6399
Price:	\$99.95 deluxe version (2 CD-ROMs, more multi-media, free monthly updates) \$84.95 educational price \$52.98 standard version (These are all Windows versions.)
Level:	functional/independent
Available:	local computer store
Reviewer:	Evelyn Battell

Microsoft Encarta and Canadian Encyclopedia Plus

If you have computers with a CD-ROM player, both of these encyclopedias are appealing. Students find the CD-ROM form more useful than the book form. There are bigger, brighter pictures and there are sounds and animations that help them understand the words. Both have readings by some authors, performances by singers and dancers and contain some newsreel footage. The interactive nature of the computer makes research more exciting and satisfying.

Students at Victoria READ report liking the speed the CD-ROM was capable of and being "impressed with the way I could watch a moving bald eagle fish in a lake...or hear a lion roar from his African home." "The CD-ROM is great. It has a lot of useful information on Nova Scotia and Edmonton so I wrote a report on both places."

Of these two encyclopedias, Encarta is bigger than Canadian Plus. It covers more details from other countries, such as flags and anthems. It has over 7000 "media" items including maps, animations, photos, and interactive graphs which allow you to change the shape or content of the graph. Every year, Encarta comes out in a bigger and better version.

Canadian Plus (published in 1996) has just over 3000 media entries. It covers more Canadian topics and covers them more

thoroughly than the American Encarta. It is always a relief to find articles that will mention Atlin Lake, Elijah Harper, portage, Abbotsford, Bill Reid, Dene, Bloc Quebecois, etc. In particular, it gives the correct names for the First Nations tribes (Heiltsuk, Tlingit, etc.) and provides information about the different tribes.

Both programs will print graphics and articles in different font sizes and you can save to your word processor so you can edit the article. In both, the reading level is higher than we would like for fundamental students. Canadian Encyclopedia Plus is at about a grade 10 level using a standard readability scale and Encarta is about grade 7. This review comes out at grade 8.5 on the same scale. Both encyclopedias take some figuring out. It is not obvious what the on-screen buttons do, but students are often more at home in the computer world than instructors. Some students in Waglisla are using Canadian Plus in their home study course. They were given an orientation and since then have pretty much figured it out on their own.

Often one or more students become whizzes at computer programs simply through trial and error; they are usually willing and even eager to become helpers to other students who aren't as confident with a program. I have had one student help others with their research and everyone benefits enormously.

The Bulletin's Board

Learning Together Playing Together

One of the most attractive and appealing books to come across my desk recently is Learning Together Playing Together: A Family Literacy Program Guide: In home and group activities. This delightfully illustrated guide was funded by a cost-shared grant from the National Literacy Secretariat of Human Resources Development Canada and the BC Ministry of Education, Skills and Training. The project, sponsored by The Cranbrook Boys' and Girls' Club and College of the Rockies, consisted of four components: An Infant and Toddler group, a Saturday Play group, In-Home support and College Connection. Some of the ideas which intrigued me were the "Garage Sale Treasure Hunt," "Aggression Cookies" and the 5 easy steps to "turn the drudgery of shopping into a fun,...new learning experience for you and your child." This program guide is available from The Cranbrook Boys' and Girls' Club, 1404 2nd North, Cranbrook, BC V1C 3L2 Phone: 250-426-3830 Fax: 250-426-3036.

New Ordering Address for Burton Goodman Readers (Jamestown Publishers)

These extremely popular short story collections were reviewed in Bulletin 10. They have been joined by two more books, Encounters and More Encounters. These books are now available through Curriculum Associates, P.O. Box 2001, North Billerica, MA 01862-0901 Phone: 1-800-225-0248 Fax: 1-800-366-1158.

Gateway to Canada

Gateway to Canada by Virginia L. Sauve and Monique Sauve is a wonderful teacher resource for literacy and fundamental level students. It is an attractive text with up-to-date information and interesting approaches for a study of Canada. It is available through Oxford University Press Canada, 70 Wynford Drive, Don Mills, ON M3C 1J9 Phone: 1-800-387-8020 Fax: 1-800-665-1771.

Literacy Materials Bulletin Copyright

Copyright for the *Literacy Materials Bulletin* is held by the Province of British Columbia, Ministry of Education, Skills and Training. Copyright for the Sample Pages is held by the individual publishers. No part of any *Bulletin* can be reproduced without the express permission of the copyright holders.

Circulating Materials - Mailing List - Permanent Collection

The *Literacy Materials Bulletin* is distributed free to the literacy community of British Columbia or for a yearly fee of \$15 to out-of-province subscribers. Materials reviewed in the *Bulletin* are available on loan for one month. Contact Literacy BC Suite 622 - 510 West Hastings Street, Vancouver, BC, V6B 1L8, Phone: 1-800-663-1293 toll free in BC or Fax: (604) 684-8520:

- to be added to the *Literacy Materials Bulletin* mailing list
- to order back copies of Bulletins 1-14
- to drop-in and see the *Literacy Materials Bulletin* permanent collection
- to borrow any of the materials reviewed in Bulletins 1-15

LITERACY MATERIALS RECOMMENDATION FORM

Title _____

Author _____ Publisher _____

Level (please circle) *Basic (0-3) **Functional (4-6) ***Independent (7-9)

Why do you recommend this title: _____

Please attach a copy of one page and table of contents.

Recommended by: _____

LITERACY MATERIALS REQUEST FORM

What kind of material(s) would you like the Literacy Materials Committee to seek out, field test and review? Please include information about the content, level, and format (book, video, software, etc.) you require: _____

Requested by: _____

Send completed forms to:

**Literacy Materials Committee
c/o Victoria READ Society
720 Linden Avenue
Victoria, BC V8V 4G7**

*The Literacy Materials Bulletin received funding for 1996-97 from
the National Literacy Secretariat: Human Resources Development Canada
and the BC Ministry of Education, Skills and Training*